

Curriculum Intent

At Brookside Primary School we use the National Curriculum to shape the content and expectations of our Geography curriculum. The Geographical Association's (2022) framework for the school geography curriculum has been used to help inform and structure this in each year group and look at progress within and across EYFS, KS1 and KS2 at Brookside Primary School. Across the OAK Trust, you will find key geographical threads and concepts interwoven throughout our curriculum that allow our pupils to think and work like a geographer, whilst giving them opportunity to apply geographical knowledge. This helps ensure that we deliver a rich curriculum that draws on both substantive concepts (what geography is about) and disciplinary concepts (how geography is understood).

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study Geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Intent

- **To develop knowledge and skills for geographic exploration:** We aim to equip pupils with core geographical knowledge and the essential skills to investigate and analyse the world geographically, fostering their ability to observe, record, and interpret geographical information with confidence.
- **To explore and compare local and global environments:** Our curriculum encourages pupils to investigate their own locality and draw comparisons with diverse locations around the world, deepening their understanding of different cultures, climates, and landscapes.
- **To build awareness of diverse maps and their uses:** We introduce pupils to a variety of maps and mapping techniques, enabling them to interpret the information these provide and understand their importance in understanding places and environments.
- **To develop geographic vocabulary for meaningful engagement:** We focus on building a strong foundation in geographic language, empowering pupils to discuss, question, and connect with the world around them using appropriate terminology.
- **To express informed opinions about places and people:** Our curriculum encourages pupils to think critically about human and physical geography, allowing them to form and articulate their own perspectives on people, places, and environmental issues.

This intent ensures that our geographical education builds not only knowledge and skills but also curiosity, cultural understanding, and the ability to engage thoughtfully with the world. We ensure that we draw on both substantive concepts, which we refer to as our 'key geographical threads', and disciplinary concepts to deliver high-quality lessons that allow pupils to think and work like a geographer.

Implementation

We use core substantive and disciplinary concepts based on the recommendations of the Geographical Association (GA), providing a thematic framework that emphasises the key ideas or ways of thinking in geography. As highlighted, we utilise the term '**geographical threads**' within OAK Trust, to ensure **substantive concepts** that are needed to give children an understanding of what geography is about:

- **Place:** This concept is about understanding what locations are like and why they are special or different. Children learn that every place has its own features, people, culture and history.
- **Space:** Learning about where things are and how places are connected. Children learn to use maps, directions, distance, and patterns to understand location.
- **Earth Systems:** Exploring and understanding the natural processes that shape our planet. Children learn how land, water, weather, and natural events change the Earth.
- **Environment:** This thread considers the world around us and how people and nature affect each other. Children learn how humans use, change and care for places.
- **Sustainability:** Reflecting on how we can look after the Earth for the future and to make positive environmental impact. Children learn how to use resources wisely and make choices that help people and planet.

Within our geographical threads (substantive concepts), we ensure that **organising concepts** are consistently taught throughout the curriculum. These are our **disciplinary concepts** that focus on how geography is understood. This aligns with the Geographical Association (GA) and ensures skills that are explicitly taught and developed upon from EYFS through to KS2.

- **Time:** Time helps children understand how places, environments and people change over the past, present and future, and what stays the same.
- **Scale:** Scale helps children understand geography at different levels, from small and local places to large and global systems.
- **Diversity:** Diversity helps children understand that the world is full of similarities and differences between people, places and environments.
- **Interconnection:** Interconnection helps children understand that people, places and environments are linked. Some things happen separately, while others depend on connections with elsewhere.
- **Interpretation:** Interpretation helps children understand that people may see places and issues in different ways, and that places can be represented in different forms.